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"It was a little beat too fast."
- A case study of the problems affecting understanding of an instructional film

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Tiivistelmä – Abstract

The starting point of this study is pragmatic: a motorhome holiday company, Touring Cars, wishes to improve their introduction film for clients. The purpose of the study is to find improvements for the introduction film. The main theme for research is to explore which are the factors that make understanding of the narration difficult for non-native listeners. A questionnaire to the company's clients was issued in order to reveal problematic issues on the film. The narration text of the film was analyzed based on the issues emerged from the questionnaire and theory section of the study.

The material for the study is an introduction film of a motorhome holiday company. The film is shown to every client before they start their holiday. The purpose of the film is to provide the clients with important information on how to use the appliances at their rental motorhome and to reduce the amount of helpline calls from clients on the road.

The identification of problems and their solutions is based on research about how humans process language in working memory and how cognitive load affects learning. Furthermore, studies on speech speed are included in this study. As the film is a representation of the company's brand, research on company communication style has been discussed.

According to the answers received from the clients, the fast speaking rate of the narration is one reason for difficulties in understanding. However, there are other problematic issues on the film.. The analysis of the narration text shows that the use of active and passive sentences causes unclarity. Furthermore, the dominance communication style which is mainly used in the film conveys hurriedness to the client. Based on studies, when using affiliation communication style client satisfaction is higher. Moreover, the working memory's cognitive load is overloaded when the speech is too fast and the format of information is confusing. Supporting the narration by pictures helps enhance clients' learning. The analysis suggests a few places where pictures could be added. However, most of the issues mentioned in the narration were covered in the visual of the film.

The questionnaire was performed at two of the company's rental stations during one month. Based on the questionnaire answers clients would like to have slower speaking rate and native accent on the film. The questionnaire design and questions should have been better composed in order to receive information about the speaking rate effects. Further questionnaire should be issued when making improvements to the film in order to make sure that the film design and execution support learning.

Avainsanat – Keywords

Cognitive load, working memory, company communication style, speech speed, questionnaire, visual and audio.

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1. Introduction

Teaching without using words is understandably difficult. Guiding people through something and trying to teach them how to do it without having the same native language probably causes some problems as well. However, acknowledging the problems included in non-native teaching makes the task easier to complete. The starting point for my study is that a company, Touring Cars Finland (later referred to as the company), has an introduction film which the company shows as a part of training the clients how to use the motorhome which they are renting for their holiday. Most of the company's clients are from outside Nordic countries and non-native speakers of English. The introduction film is in English which is the company's main working language. The company has observed that the film should be updated in order to avoid unnecessary phone calls related to technical problems from clients on their holiday and to be able to shorten the time clients spend at the rental station at pickup. Furthermore, the company wishes to stretch its image to all sides of customer contact. The introduction film should give a positive and professional image of the company. Because Touring Cars Finland is my employer, the company and its introduction film was easily chosen as a topic of the study.

1.1. About the company

According to the company's internet site; Touring Cars Finland is a provider of camping holidays and a motorhome rental company which was founded in 1982. Today, the company has clients from more than 30 countries. Touring Cars Finland is the motorhome rental leader in Northern Europe with 300 vehicles. The company's mission is to provide unique

and fulfilling travel experiences and guarantee high service standards and customer satisfaction. The company's internet site defines customer satisfaction as following**:** Customer orientation, Right price-quality relationship and Continuous tracking of customer feedback. Moreover, the company has today five rental stations in: Helsinki, Rovaniemi, Stockholm, Oslo and Reykjavik.

1.2. Aim of the study

The aim of the study is to suggest ways to improve the company's introduction film. To identify the source of problems in the introductory film, research into cognitive processing, learning and non-native language processing is used. Research into user manuals is also touched upon. Initially it was assumed that problems in comprehension and learning result from too high speech rate of narration. The hypothesis was based on the casual feedback received from the clients of Touring Cars Finland. To find support for the hypothesis a questionnaire was issued to the clients to find out what the clients themselves see as most problematic in the film. In the study, marketing texts and their role in forming a company's image as well as client satisfaction are also discussed in order to construct the film in a way that supports positive image building.

2. The introduction film

The company, Touring Cars, has used the introduction film since 2005 when the film was produced. During that time the company needed a quick solution to guarantee that every

client will receive same information during the pickup of their rental vehicle. The company has been unsatisfied with the film for already a few years.

The research material is an introduction film for motorhome usage. The introduction film was made in 2005 when the company management wanted to lower the amount of helpline phone calls from clients on road and to improve the standards of quality at the pickup procedure. The film has two versions; Finnish and English. Only the English version is examined in this study as the company´s main clientele are foreigners. The film manuscript was made by the then present CEO of the company and was spoken at one go. The visual of the film was then cut to fit the manuscript. The film is shown to every customer when they arrive to the rental station to pick-up their rental motorhome. The film consists of three main chapters which include information about the driving, the exterior and the interior of the motorhome. The length of the film is little less than 15 minutes.

At pickup clients are greeted and guided to a video room where the company representative puts the film on and leaves the clients to watch it. The clients cannot pause the film while they watch it. After the film has ended, the company representative returns and fills in all the rental documents with the clients. Then the company representative introduces the clients' vehicle and answers any questions the clients may have. The clients are also given a help-line phone number in case they have problems during their holiday. This phone line is open around the clock.

The feedback received from the customers, would indicate that some of the most disturbing facts about the film are that the speech rate is too fast and that the customers do not

understand the language being used. What also causes problems are some facts that are in contradiction to what is told by the customer service personnel.

The instruction film together with the orientation given by the customer service personnel are designed to prevent problems that customers might have during their holiday and thus reduce the amount of helpline phone calls from customers during their holiday. As there is personal orientation also available, many of the film's insufficiencies can be fixed in customer-personnel communication. However, the company wishes to make its operations more effective by reducing the time spent on personal orientation. Thus, making it more effective is done by increasing the use of multimedia options in orientation.

The 15-minute long film is not like a traditional extensive manual that customers can take with them and browse through every time a question comes to mind. It could be thought of more like an introduction to the most important factors that one should bear in mind while travelling in a motorhome. The customer has, in a way, three sets of instructions before they start their holiday: the DVD instructions, the instructions given by the customer representative, and the multilanguage manual found in their vehicle.

3. About questionnaire and its results

The following chapter explains why questionnaire was chosen as a form of getting clients' opinions and how the questionnaire was done. Chapter also presents the questionnaire's questions and answers and analyses the results and their significance.

3.1. Choosing a questionnaire as a method

Questionnaire was chosen as a method instead of interview to prevent the need to travel between the rental stations during the busiest time of the year in the industry. The busy summer season had to be taken into consideration as the study issuer was working for the company during the research. The questionnaire has both open and multiple choice questions. Open questions are better suited for a qualitative study and there is richness in answers. On the other hand, multiple choice questions are easier to process and analyze. It was a known risk to have the questionnaire in English because the clients are mainly non-native English speakers. Due to their language skills all answerers might not understand the questions or be able to answer properly. Furthermore, Vanhala (2005: 27) states that vague words and unknown terminology used in questionnaire might cause the answers to be less true. Gray (2009: 341) also states that one of the important things to remember is that the words used should have same meaning without depending on the respondent's culture and nationality. Nevertheless, after making some compromises in creating the questions and trying to keep the vocabulary as neutral as possible, the outcome of the questionnaire was satisfactory enough to issue the questionnaire.

3.2. Carrying out the questionnaire

The questionnaire wishes to unfold the opinions of Touring Cars Finland's international customers on the introduction video. The questionnaire was issued only in two of the company's rental stations, Stockholm and Oslo, because they have more international customers than Helsinki or Rovaniemi rental stations have. Questionnaires were distributed

to customers during a period from the end of July until the end of August in 2008. During this time there were altogether 282 rentals, ie vehicles given for rent to a client or group of clients, at the two study rental stations; 138 rentals in Stockholm and 144 in Oslo. Altogether 104 questionnaires were returned, 45 from Stockholm and 59 from Oslo. Only one questionnaire was given to fill out in case there was group of clients renting the vehicle.

There are some parts that could be improved if the questionnaire was issued again. First, the answers could be easier to compare by having the same options in all questions: excellent, good, okay, poor. However, by having some open questions the answers gave more indication to what the clients would like to improve. Second, the separation into two pages proved to be problematic as some of the respondents did not turn the page. This explains the large number of those who did not state their mother tongue or their English skills. However, questions about respondent's demographic factors, i.e. questions about respondents' background, are recommended to be placed in the end of the survey according to Babbie (1973, quoted in Vanhala 2005: 29). These kinds of problems could be prevented by giving better instructions to the respondents. In this case the summer workers in the two rental stations were responsible of informing the clients of what the questionnaire is and how to answer it. The decision on having a printed questionnaire is based on the fact that having an electronic form would be difficult to issue to the clients as the rental stations do not have facilities for customer computer stands. Furthermore, it is more likely that the respondents answer the questionnaire when it is personally given to them and the staff will wait for them to fill it in.

One of the main issues which would need to be changed if the questionnaire was issued again is that there was no direct question on whether the clients though that the speaking rate of the film is too fast. The original idea of not including this question was not to affect the clients' answers and to include only some open questions that might bring up the issue of fast speaking rate. Not enough time was spent on the formation of open questions because of lack of time before the busy season. In case the open questions could have been issued to a small group of clients before the whole questionnaire was ready the problems within the questions could have been corrected.

3.3. Analysing the answers

Analysing the answers from Stockholm and Oslo separately was not the original plan but as the filled questionnaires were received at different times, the answers were studied separately. This proved to be a good thing as interestingly it seems that customers in Oslo rental station were more satisfied with the video than customers in Stockholm based on the answers to questions 1 and 8. Below tables 2 and 3 present the answers in Oslo and Stockholm to the question 1: How would you rank the introduction video in terms of understandability? Tables 4 and 5 present the answers in Oslo and Stockholm to the question 8: Would you think you are ready to start your holiday based only on the information given on the video?

Table 2: Answers to questions 1 in Oslo rental station (n = 59)
Question 1: How would you rank the introduction video in terms of understandability?

Answer	Excellent	Good	Okay	Poor	No (clear) answer	All answers
Number	8	34	17			59
Percentage	13.6 %	57.6 %	28.8 %			100 %

Table 3: Answers to question 1 in Stockholm rental station
Question 1: How would you rank the introduction video in terms of understandability?

Answer	Excellent	Good	Okay	Poor	No (clear) answer	All answers
Amount	2	22	18	1	2	45
Percentage	4.4 %	48.9 %	40 %	2.2 %	4.4 %	100 %

Tables 2 and 3 show that most of the respondents in Oslo (57.6 %) thought that the understandability of the film was good and options excellent and okay received rest of the answers. Answers from Stockholm do not differ dramatically from Oslo but there is a clear indication that the answerers in Stockholm were not as satisfied with the film as answerers in Oslo. In Stockholm only 4.4 per cent answerers thought that the film was in excellent level of understandability whereas in Oslo 13.6 per cent thought the level was excellent. The biggest difference is in the answers in okay option which received 40 per cent of the answers in Stockholm whereas in Oslo only 28.8 per cent of the respondents thought that the film's understandability was okay.

Table 4: Answers to question 8 in Oslo rental station
Question 8: Would you think you are ready to start your holiday based only on the information given on the video?

Answer	Yes	No	No (clear) answer	All answers
Amount	41	15	3	59
Percentage	69.5 %	25.4 %	5.1 %	100 %

Table 5: Answers to question 8 in Stockholm rental station
Question 8: Would you think you are ready to start your holiday based only on the information given on the video?

Answer	Yes	No	No (clear) answer	All answers
Amount	26	17	2	45
Percentage	57.8 %	37.8%	4.4 %	100 %

According to tables 4 and 5 clients in Oslo and Stockholm were mostly ready to start their holiday after seeing the film. However, in Stockholm there were less people who were ready to start their holiday, 57.8 per cent said yes whereas in Oslo 69.5 per cent said yes.

The languages the customers spoke varied to a great extent between the two rental stations. The customers in the Oslo rental station reported 11 different mother tongues in the questionnaire. In the Stockholm rental station, there were only four different mother tongues reported. Almost half of the customers in Stockholm rental station were German native speakers, whereas in Oslo rental station no language had such a clear dominance. It seems that the better English skills among the clients in Oslo produced better rates for understanding the film (see tables 2 and 3 with tables 6 and 7). However, there were many customers in both rental stations who did not answer the question of their English skills. The following tables 6 and 7 show customers' opinion on their English skills in Oslo and Stockholm.

Table 6: Answers in Oslo rental station
Question: How would you rank your English abilities?

Answer	Native	Excellent	Good	Okay	Poor	No (clear) answer	All answers
Amount	4	6	19	12	5	13	59
Percentage	6.8 %	10.2 %	32.2 %	20.3 %	8.5 %	22 %	100 %

Table 7: Answers in Stockholm rental station
Question: How would you rank your English abilities?

Answer	Native	Excellent	Good	Okay	Poor	No (clear) answer	All answers
Amount		1	13	14		17	45
Percentage		2.2 %	28.9 %	31.1 %		37.8 %	100 %

Tables 6 and 7 reveal that there were 6.8 per cent native speakers of English in Oslo whereas in Stockholm there were none. However, there were also 8.5 per cent of clients who answered in Oslo that their English skills are poor whereas in Stockholm there were no poor answers. In Oslo almost half of the respondents indicated that their English skills were good or better. In Stockholm only little over 30 per cent indicated that their English skills were good or better. However, the amount of answerers who left this question unanswered in Stockholm is really big, 37.8 per cent. These results suggest that the better English skills reported by the customers in Oslo rental station might explain their higher satisfaction with the video.

The main problem in the video, based on the questionnaire, is the execution of the commentary. This can be seen best from questions 2, 3 and 9. First, below table 8 presents the answers to question 2 about clients' opinion on the commentary in both rental stations. Second, tables 9 and 10 show Oslo and Stockholm answers to question 3: What do you think about the vocabulary used?. Third, tables 11 and 12 describe answers to question 9: Is there something you would like to add to the video? in Oslo and Stockholm.

Table 8: Question 2 answers in Oslo and Stockholm
Question 2: Is the commentary/audio on the video
a) informative

Answer	Excellent	Good	Okay	Poor	No (clear) answer	All answers
Amount	29	62	11		2	104
Percentage	27.9 %	59.6 %	10.6 %		1.9 %	100 %

b) easy to follow

Answer	Excellent	Good	Okay	Poor	No (clear) answer	All answers
Amount	16	41	39	5	3	104
Percentage	15.4 %	39.4 %	37.5 %	4.8 %	2.9 %	100 %

c) memorable

Answer	Excellent	Good	Okay	Poor	No (clear) answer	All answers
Amount	6	56	35	4	3	104
Percentage	5.8 %	53.9%	33.7 %	3.9 %	2.9 %	100 %

As can be seen from the table 8 above, the majority of the respondents thought that the video was informative enough to get either excellent or good mark, altogether 87,5 per cent. However, when asked how easy to follow the video's commentary is, the answers are more diverse. Now the okay and poor options receive over 30 % more answers. The results, in how memorable the video's commentary is, follow these answers as even less of the respondents think the result can be described as Excellent (5.8 %). However, majority of the clients answering gave the film's memorability either good or okay mark (87.6 %).

One of the problems that cause difficulties in following the video or remembering the information can be the fast speaking pace that does not allow the listener to process what they have heard and thus making the remembering difficult. Futhermore, because the clients speak variety of mother tongues and their English abilities are of different levels, the

narration's vocabulary and Finnish accent with some grammar errors may make the understanding difficult.

The below tables 9 and 10 list the answers received for the open question 'What do you think about the vocabulary used?'. Similar answers are categorised into bigger units.

Table 9: Question 3 answers in Oslo
Question 3: What do you think about the vocabulary used?

Answers	**Amount (all together 59)**	**Percentage**
All right but with few alterations	21	35.6 %
Good / Easy (fine) • Understandable • Simple and clear	19	32.2 %
No answer	7	11.9 %
Professional terms were hard to follow	5	8.5 %
(Ok but) too fast	5	8.5 %
Okay, but pronunciation difficult to understand (Finnish accent)	2	3.4 %

Table 10: Question 3 answers in Stockholm
Question 3: What do you think about the vocabulary used?

Answers	**Amount (all together 45)**	**Percentage**
Ok	13	28.9 %
No answer	9	20 %
Too fast speaking	7	15.6 %
Good • correct • easy to understand	8	17.8 %
Vocabulary was ok but the delivery was less fluent	4	8.8 %
Could be improved	1	2.2 %
Zu schwierig = too difficult	1	2.2 %
It's okay when used a camper not for 1st time.	1	2.2 %
Different languages	1	2.2 %

In Oslo most of the respondents, 67.8 per cent, answered that the vocabulary is good or all right with few alterations. Some of the alterations which the clients suggested are that it should be spoken in their native language or more adapted for international audience. In Stockholm little less than half, 46.7 per cent, of the respondents answered that the vocabulary is either okay or good. In both Oslo and Stockholm rental stations some answerers wrote that the vocabulary is okay but the speech rate is too fast, 8.5 per cent in Oslo and 15.6 per cent in Stockholm. Furthermore, the clients indicated that the delivery of the narration could have been more fluent.

Below tables 11 and 12 categorise the answers to question 9 ‘Is there something you would like to add to the video?’. Percentages are given only to ‘yes’ and ‘no’ answers as the diversity of answers is big and there were multiple suggestions per answerer.

Table 11: Question 9 (Oslo)
Question 9: Is there something you would like to add to the video?

Answer (all = 59)	Breakdown of answers	Number of times mentioned	Percentage
Yes 24			**40.7 %**
	Different languages: • German • French • Spanish • Italian • Norway	8	
	Video was fast spoken	5	
	Road rules / conditions	3	
	Subtitles	2	
	Personal instruction	2	
	American accent	1	
	More specific	1	
	Camping off camping sites	1	
	Recap to the end	1	
	Advices for driving	1	
	Check list	1	
No 35			**59.3 %**
	Too much already	2	

Table 12: Question 9 (Stockholm)
Question 9: Is there something you would like to add to the video?

Answer (all = 45)	Breakdown of answers	Number of times mentioned	Percentage
Yes 11			**24.4 %**
	Video was fast spoken	6	
	Recap to the end	2	
	Different languages • German • French	2	
	Q & A	1	
	Info paper to the side	1	
	Personal instruction	1	
	Better translate (better translation?)	1	
	all. geschwindigkeitshinweise = general speed limits	1	
No 34			**75.6 %**

Interestingly clients commented also to question 9 ‘Is there something you would like to add to the video?’ that the film’s speech rate is high. Moreover, question 11: ‘Free comments’ gave suggestions to have the film spoken more slowly or to lower the pace of the film altogether. This suggests that the speech rate is disturbingly too fast as clients comment on it even though there is no direct question on the speech rate. Most of the clients in both rental stations told that there should not be anything added to the film. However, clients in Oslo gave more suggestions on what should be included in the film. Moreover, only two who answered ‘no’ wrote explanation why nothing should be added. The both answerers told that there was too much already included in the film.

4. Non-native listener and difficulties of language understanding

As Touring Cars Finland has clients from all over the world and from very different age groups, it is difficult to estimate their level of English language. However, most of the clients do not speak English as their native language. Thus, the English spoken on the film should be directed to non-native speakers whose language skills are of mediocre level. Studies on problematic points with non-native language users are helpful when constructing the introduction film. First this chapter presents in 4.1. factors which should be taken into consideration when speaking to non-native listeners. Section 4.2. discusses the meaning of co-text in understanding. Section 4.3. covers some studies made on the influence of speech rate. Section 4.4. focuses on the effects of intonation. Section 4.5. discusses understanding of language and whether processing starts with individual words and sounds or larger units.

4.1. Speaking to non-native listeners

The accent of the speaker can be a surprisingly significant problem for the foreign listeners. Not only listening to a language that is not their native language but also trying to listen to a foreign language spoken with another foreign language's accent takes concentration away from something else. A film that should help the customer in using new appliances should have minimal amount of things that make concentration on the instructions difficult.

Brown (1977: 2) discusses some of the reasons why non-native language speakers have difficulties in understanding spoken English. First, language learners usually learn English by reading words that are clearly written so they know where a word begins and where it ends. This applies to sentences as well. When reading they have a capital letter showing the beginning and a full stop marking the end. Second, the foreign language teacher pronounces fairly slowly and clearly in order to give time for processing. Therefore foreign speakers have, at least in the very beginning of their language learning, difficulties in differentiating where a word starts and ends in spoken language. Thus, it can be supposed that the clients of Touring Cars Finland who have only limited English language proficiency have problems in keeping up with the narration of the film as they cannot see the person speaking. Furthermore, the film is intended to present as much information as possible in as little time as possible. Brown (1977: 57-58) argues that for a listener who sees the speaker's face and thus the muscular showing stress and impressions it is easier to understand what is being said than when there is only sound available. Furthermore, speakers who turn their back to listeners speak more clearly and louder. Spoken language that is heard for instance on the radio can for this reason be sometimes thought to be more explicit. Even news anchors on TV pronounce very clearly so they are easy to follow. As the visual of the film does not show

the speaker's impressions, the speech should be well pronounced and have varying intonation, in order to ease the viewers' understanding.

4.2. Co-text

Koster (1987, quoted in Field 2004) found in his study that intermediate non-native listeners are able to recognise words better when there is help from co-text. However, the help of co-text requires that there is enough time for processing what has been said. Furthermore, listeners do not remember the superficial form of sentences later on but, as Johnson-Laird 1983: 243) describes, they rebuild what has been said with the connected discourse and even invented material. Thus the narration should not be spoken fast but on the contrary perhaps spoken slightly more slowly than normal discussion speed between native speakers. In his study Field (2004:366) mentions Koster's (1987, quoted in Field 2004) study about the help of co-text in non-native speech understanding. Koster (1987, quoted in Field 2004) found out that when a word was connected closely with a collocated word, it was more easily understood as it was easily predictable because of earlier word. In addition, he found out that out of advanced non-native listeners and native listeners intermediate non-native listeners benefited most from co-textual assistance in word recognition. Koster's (1987, quoted in Field 2004) conclusion is that non-native listeners benefit more than native listeners from co-text when they have enough time to process everything. It would be most beneficial for the understanding of the introduction film to have enough time for the non-native listeners to process the context and understand what is being discussed so they can understand even the more difficult and less familiar words.

Listeners can rely on context and co-text when run into problems of understanding in speech. Co-text is the verbal surroundings of text whereas context is the overall surrounding material of words; it is the pictures, voices and earlier explained terms. Mueller (1980, quoted in Field 2004: 366) maintains that other types of contextual material also help non-native listeners. Mueller noticed that visual support aids more the comprehension of lower-level students than higher-level students. Field (2004:366) presents a study made by Tsui and Fullilove (1998) which suggests that less skilled listeners rely most on the context in order to overcome problems of perception. Field (2004:368) states that while a native language speaker uses context in cases when there is surrounding noise, the non-native listener uses the context when unable to recognise words from speech-stream or when vocabulary or syntax present problems in understanding. One can conclude that context is where both non-native listeners and native listeners rely on when there are problematic passages in speech. However, native speakers normally know the words unlike non-native.

4.3. Speech speed

An early study by Carver (1973) presents that there is a threshold of speech speed in understanding, which is close to the value of 150 words per minute. As the speech rate in the introduction film is on average 192 words per minute, this suggests the listeners can have problems in understanding the narration. On this basis, it can be assumed that as the speech rate would be challenging for native listeners, one can only think how much more difficulties it presents to a non-native listener. Carver (1973: 123) also suggests that longer the high speed continues the more difficulties it presents to the listener. Metaphorically it can be seen as a water glass becoming too full eventually after pouring more and more

water into it. Thus if there have to be sections that have to be spoken fast, they should last only for a limited time and after that there would have to be time for the listener to consider what has been said.

The high speaking rate of the narration can be easily thought to be the main reason for misunderstandings. However, according to Lehtonen (1985: 22), there are many studies which conclude that fast speaking rate has many positive associations, fast speakers are thought to be more competent (Street and Brady 1982, Street and Hopper 1982, Street, Brady and Putnam 1983 in Lehtonen 1985) and the speaker comes across more likeable. (Mehrabian et al. 1969 in Lehtonen 1985). Furthermore, Lehtonen (1985: 24) brings up that in some cases the speaker uses slower speech rate in order to stimulate the listener to more complex cognitive processing. The same idea has been described by Duez (1982), as he proposes that slower phase is used to draw attention to something said or emphasize an argument (Lehtonen 1985: 24). Whatever the speed of the speech may be, it can be easily noticed that when listening to a monotonous speech the listener becomes less drawn into the information and there is nothing that stands out specifically from the speech. The narration of the current film has only one speaking speed and it is really hard or impossible to find sections that are emphasized in the sense discussed in the above studies. It can be concluded that there is no need for the film to have especially high speaking rate as the main purpose of the film is to provide information needed for the client's holiday and not to make the speaker sound competent and likeable. Furthermore, I would argue that the negative side of the high speaking rate and the monotonous speech make the speaker sound more unlikeable than likeable.

4.4. Intonation

The speaker's intonation also has an effect on the listener's perception of what has been said. According to Linke (1973 quoted in Sallinen-Kuparinen 1985: 81), American public speaking textbooks advice to speak in a lower pitch in order to the speaker to be effective. Furthermore, Brazil (1997: 68-69) states that a falling tone in speech marks to the hearer that the subject is previously known and familiar. There is definite importance in the way speech is delivered. Even a well designed text can be unsuccessful, if the listeners do not wish to listen or cannot understand what is being said. According to Cruttenden (1986, quoted in Cruttenden 1997), intonation has many meanings; it may invite the listener to contribute to the conversation or it may convey the speaker's attitude. Similarly, Gimson (1962) argues that the speaker can most efficiently emphasize parts that the listener should concentrate on by having changes in intonation. Furthermore, according to Gimson a change in pitch is especially significant as a cue for signaling which word or words have the primary accent. The speech has to convey the grammar of language in some way as well. According to Halliday and Greaves (2008: 101) intonation and rhythm give spoken language informational grammar. This can be thought of as parallel with clause grammar in written text. In a written text, it is fairly easy to convey the grammar as there are for example capital letters, dots and commas to indicate to the reader what is stressed and how to read the sentence. In speech this has to be done by ways of intonation. In contrast to written text, the listener cannot go back and hear a sentence again in case of misunderstanding. According to Bernard (2004: 192), audience needs time to feel the feelings conveyed in the narration and film or on the other hand time to understand very informative passages. Bernard (ibid.: 181) also suggests that words with special weight in the sentence should

stand out as well as the writing has to be grammatical even though it is spoken and not written language. Furthermore, Bernard concludes that narration should be as sparse as possible and include new information to the picture not just describe it. In case the narration goes against the picture it takes time from the audience to adjust to what has been said and shown and how they are related. These kinds of unnecessary confusions should be avoided (Bernard 2004: 177 – 188).

4.5. Top-down or bottom-up or neither

Interestingly, research shows that the main problem non-native listeners have in understanding is not grammar but syntax. According to Clahsen and Felser (2006), non-native listeners have problems with working memory capacity and processing language even if they have good knowledge of grammar. This also supports the fact that the introduction given in English for non-native speakers should be composed so that it supports language processing. The listeners of the film narration may concentrate on trying to identify words, which is supported by Brown's (1977) study in which he states that beginner speakers cannot distinguish where a word begins and ends. This has been made even harder for non-native listeners due to the high speaking rate of the narration in the film. According to Field (2004: 364) smaller units are shaped into larger ones in bottom-up processing and in top-down processing larger units influence the way smaller units are perceived. Field (2004) mentions in his study that there are different views on whether beginner non-native listeners focus on identifying sounds and words or if they focus on the larger units which influence the way in which smaller units are perceived. Field (2004: 366) sums that evidence from listening studies support that low-level non-native listeners rely on contextual and co-

textual information. Interestingly Lund (1991, quoted in Field 2004: 368) states that listeners and readers use different strategies when processing as listeners rely more on top-down processing than readers.

Tsui et al. (1998, quoted in Field 2004: 366) reported that lower-level listeners can be misled by false assumptions which they draw from contextual cues. Furthermore, Field (Field 2004:365) states that as listeners occupy their working memory with identifying words, they do not have capacity to build higher-level meanings of them. There are different reasons that may cause the customers to misunderstand what they hear on the film. Field (2004: 369) cites his earlier study (Field 1997) when he presents reasons for misunderstanding. First, one problem is that listeners trust their preformed schema over the data they are hearing from the speech-stream. Sometimes listeners may refuse to think that an unrecognised word is a new item of vocabulary and instead they match it to some known word which fits into their preformed schema. Second, the reason for misunderstandings might be that the listeners do not have enough confidence in their ability to process the target language sounds accurately. Thus, construction of the film should be well considered in order for the visual images to support appropriate schema production. The audio on the side also should support what is simultaneously seen. Furthermore, Field's (2004: 371) study reveals that for non-native speakers the beginning of the word is important in word recognition. The film has many points where the listener may concentrate only on the beginning of the words due to the fast speech rate and pronunciation, causing them to conclude to a wrong word. First, this might be because non-native listeners may not pay so much attention in differentiating between correct pronunciations of sound. Second, the reason might be that the narration is spoken by non-native speaker whose accent is not familiar to the listener. Field (2004: 373)

concludes that often the reason for misunderstanding is neither top-down or bottom-up, i.e. concentration to context or identifying sounds, but the reason would be lexical, meaning that listener tries to fill up the speech with familiar words. There are some words in the narration that are of course motorhome specific and for this very reason are not familiar to inexperienced motorhomers, especially when the words are not in their native language. This supports the importance of the visual to run simultaneously on the side and to support the listening.

4.6. Summary

Studies mentioned above lend support to the idea of presenting the teaching material of Touring Cars in audiovisual format to the clients. This way the clients receive some context to the speech and can understand important points better than they would without the visual representation. The studies also stress the importance of carefully planned and well structured text for narration in order for the non-native speakers to have aid from context in order to understand what they hear. These are some of the ways how the present narration could be altered significantly more easily understandable only by speaking it again. However, there are also many other things to be changed in the narration and also in the visual of the film.

5. Cognitive load

This chapter focuses on describing some basic cognitive mechanisms which are central in learning processes. First, human memory structure is explained. Second, working memory

constraints are discussed. Third, cognitive load types and factors effecting them are covered. Fourth, schema formation is discussed. Fifth, the pros and cons of presenting instructions simultaneously through different channels are gone through.

Unfortunately, one can easily agree with Leahy et al. (2003) who state that it is usual to come across inefficient instructional procedures which ignore the limitations of working memory. Learning can be enhanced if the information presented is structured with the human cognitive architecture in mind, remembering schema construction and automation and removing unnecessary mental activities (Leahy, Chandler and Sweller 2003: 2). Schema construction and automation will be discussed in more detail in sections 5.2. and 5.3. The frequency of inefficient instructions can be explained by the fact that often those who are responsible for giving instructions are experts in their field but probably have no expertise in human cognition or in education. The effects of missing expertise in education and human cognition can be seen in the introduction film. The main purpose of the film at the time of production was to reduce introduction time spent with the clients. At the moment the film works in the opposite way as the staff have to explain everything again also in the vehicle because the film is not extensive enough to be the only or main source of information.

5.1. Working memory

Human memory structure is commonly divided into long term memory and working memory. The information stored in long term memory can stay there a life time and the capacity of long term memory is thought to be quite limitless. Human learning is based on working memory as the brain has to process the information received before it can be stored to long

term memory. Working memory capacity on the other hand is limited. According to Miller (1956 quoted in Schnotz and Kürschner 2007) working memory cannot handle (combine, contrast or manipulate) more than four information elements at one time. Depending on studies this can be thought to be as high as seven information elements (see Gotoh et al. 2008). L. and M. Peterson (1959, quoted in Schnotz and Kürschner 2007) also support working memory's limitations as they state that information in working memory is lost within about 20 seconds. The way how working memory is activated and structured is important in successful learning.

Marcus et al. (1996: 49) describe aptly what affects how we understand instructions: "The ease with which we understand instructions and procedures is likely to be influenced by two general factors: the intrinsic complexity of the information and the manner in which the information is presented. These two factors interact both with each other and with relevant characteristics of the human cognitive system." When considering the factors influencing the understanding of the information provided in the film, it can be seen that understanding of the film does not require a mechanical education. Furthermore, given information includes only things which are needed to know during rental usage of the motorhome. Thus it can be said that the given information is on the level which is suitable for a rental client. The results received from the questionnaire presented in table 9 supports Marcus et al. (1996) statement of factors effecting understanding. From the answers it can be resulted that the manner of presenting the information on the film is what makes the learning process difficult. Schnotz and Kürschner (2007) state that the cognitive load of the task at hand together with the mental effort that learner has invested equal how well the learner performs at the task.

5.2. Cognitive load types

Working memory capacity is connected to the cognitive load the learner has, meaning how much cognitive activity is required from the learner. According to Sweller et al. (1998, quoted in Sawicka 2008: 4) there are three types of cognitive load: intrinsic cognitive load caused by the inherent difficulty of the learning material, extraneous cognitive load caused by the structure and format of instruction, and germane cognitive load caused by schema construction and automation. Thus, the intrinsic cognitive load cannot be influenced but the extraneous cognitive load can be reduced. Furthermore, by reducing the extraneous cognitive load the germane cognitive load has more resources for schema construction and automation which assists learning. Paas et al. (2004: 2) explain schemas as following: "Schemas categorize elements of information according to the manner in which they will be used". Paas et al (2004: 2) describe schema automation as unconscious processing of lower level schemas which are combined into higher level schemas. Chi (1982, quoted in Marcus, Cooper and Sweller 1996: 49-50) has revealed that information is stored in long-term memory according to different schemas that help us bypass the limits of working memory. If the learner has ready-built schemas to help problem solving, learning is more successful. Another approach to enhancing cognitive processes is to structure the information given in such a way that it will activate and give more space for germane load which includes schema construction and automation. Without an existing schema, the working memory has to work with every element individually whereas with an existing schema these elements are combined into one larger unit which in turn helps processing. (Sawicka 2008: 4 and Marcus et al. 1996: 49-50). Presently the extraneous load of the listeners can be seen burdened due to lack of planning during the film's production which can be seen also in the structure of the

film. The narration's speech rate raises the extraneous load even more. The new film should be constructed baring in mind to produce less extraneous load and to support schema formation. This can be done for example by presenting relevant information simultaneously in ways of visual and audio and giving the viewer time to construct these into schemas, dual mode presentation is covered in more detail in section 5.4.

As mentioned above, in addition to the extraneous and germane cognitive load there is intrinsic cognitive load present at the learning task. Based on results by Sweller et al. (1998, quoted in Sawicka 2008) we can assume that the foreigners who watch the film have more intrinsic load if their English skills are poor. Because the client's English skills are low, they need more time to understand how words heard form a sentence. Schnotz and Kürschner (2007) state that learner's expertise of the subject, and their language skills determine whether their working memory has to process many cognitive elements or just few. Someone may process the presented idea as one element whereas some might process it as several elements. In other words, if a person who is watching the film has earlier experiences in travelling with a motorhome the information is much easier to understand than to a person who is not an experienced driver.

5.3. Schema formation

As discussed in chapter 5.1. some studies on working memory have set the limit of working memory to maximum seven items (Gotoh et al. 2008). If there are schemas that can be used, it lowers the amount of items in working memory. According to cognitive load theory, long term memory contains information which is organized in the form of cognitive schemas. This

means that multiple elements of information are categorized as a single element (Schnotz and Kürschner 2007: 7). Marcus et al. (1996 quoted in Schnotz and Kürschner 2007: 7) state that occasionally when working memory capacity exceeds, simultaneously processed elements have to be combined into schemas. After this the information can be understood. According to the Gestalt law on proximity and similarity, people tend to see things that are close to each other in space or similar one another as a unit. If there is much new information to be learned the learner's mind chunks them into smaller groups. (Cooper 1998, quoted in Online Learning Laboratory of University of South Alabama 2009). If information is presented too quickly or with too many items at once, chunking becomes difficult (Cowan 1983: 160). According to Mayer et al. (2001: 9) human cognitive capacity is divided into different processing channels. There are different channels for visual and auditory processing which are both limited in capacity. Leahy et al. (2003: 13) state that as the amount of new information which listeners can process at a time is very limited, any avoidable load upon working memory should be reduced. Furthermore, the working memory capacity may be increased by taking into consideration how the human cognitive processes work.

5.4. Dual mode presentation

Studies on dual mode presentation have shown that when the instructional material is presented simultaneous through different channels, i.e. through auditory and visual, learning may be enhanced as the working memory capacity is larger than what it would be when using only one channel when processing the information (Leahy et al. 2003: 4). However, Leahy et al. (2003: 5) reminds that learning is not automatically enhanced if the

same information is presented in many ways. On the contrary, if the exact same information is presented at the same time for example in narration and film with text and pictures, there is redundancy. In addition the learner uses unnecessary energy when he has to process the same information twice (Leahy et al. 2003: 5). If the audio can be presented in a way to support the visual, there is no redundancy and the dual processing can be helpful.

5.5. Redundancy effect

As most of the clients are non-native English speakers, it could be helpful to add some explanatory on-screen text to the visual and auditory information. However, there are studies that suggest that this is problematic, as learners must split their visual attention between the on-screen text and the pictures. Mayer et al. (2001) call this redundancy effect as learner's visual information-processing channel is overloaded. According to the cognitive theory of multimedia learning, all visually presented material is initially processed through the visual channel and spoken words are processed through the auditory channel (Mayer, Heiser and Lonn 2001: 4). Based on Mayer et al. (2001), adding on-screen text that duplicates already spoken words in the narration will result in poorer learning as there is redundancy in presentation. However, this is true only when the visual and verbal material is presented rapidly and the pace of presentation cannot be controlled by the learner (Mayer, Heiser and Lonn 2001: 10). This suggests that if a DVD form introduction can be given to the learners to be watched at their own pace, their learning can be enhanced. This is due to the fact that there can be a written version of the main points on-screen and learners can pause and rewind the film when it is going too fast.

5.6. Adding irrelevant information to the film

Similarly, as with cognitive overload, too easily presented information cause also frustration and distraction. Furthermore, Schnotz and Kürschner (2007) state that making presented information too easy does not necessarily result in better learning because for example animations may prevent learners' mental simulations. This is particularly relevant in the present study because the audience is made out of people with very different backgrounds. However, as it would be impossible to figure out every client's background, compromises have to be made in order for the video to aid all of them in some way. When thinking about how to improve the film, one of the first things to come in mind is to make the film more interesting in order to make the clients more attentive. However, as the film is important for the success of their holiday, clients can be thought to be already highly motivated to follow the film. Furthermore, Mayer et al. (2001) have found that adding interesting but irrelevant information to a film does not enhance learning. The reason for this might be that the irrelevant pieces of presentation also have to be processed by the learner and placed into existing schemas in their long term memory. This may cause the learner's working memory to be overburdened with irrelevant data. The irrelevant video parts may also cause the clients to focus on the irrelevant information of the film and form a false picture of the topic.

As stated in section 4.3., one of the most obvious problems for understanding is the very high speed of the narration. As discussed in section 5.2. the cognitive load theory suggests that this is problematic, as the cognitive load is overloaded by the fast-paced, high information containing speech coming through auditory processing channel. The company has noticed that some of the clients who have no experience on motorhomes want to write

down important parts of the film in their native language which of course takes away concentration from following the film. This also supports the idea that the introduction film should be on a DVD that the clients could take with them or go through at home before starting their holiday. Furthermore, it is also undeniably important that the pictures support the narration.

The present film has sections where the pictures support the narration very well. However, there are also many sections where the viewer may have a feeling that the visual is lagging behind the narration, as the narration is fast-paced. Furthermore, there are a few sections which are not covered visually at all, which are listed below. First, there is no picture of the diesel warm up light. Second, changing of the gas bottles is not shown. Third, the location of 220 volts electricity outlets is not shown. Fourth, the location of the antifreeze system of the water boiler is missing on the video. Finally, there is no indication on the video where to locate the toilet's flushing button. Out of these at least the change of the gas bottles and the location of antifreeze system of the water boiler should be instructed as they are one of the most common reasons for clients' helpline calls according to the company's CRM files. Related to the electricity cable connection, all the same information which is spoken is also visualized but unfortunately in the wrong order. When the speaker says 25 meter electricity cable, the video shows the adapter and the other way around. Similar error occurs when explaining fridge's electricity options.

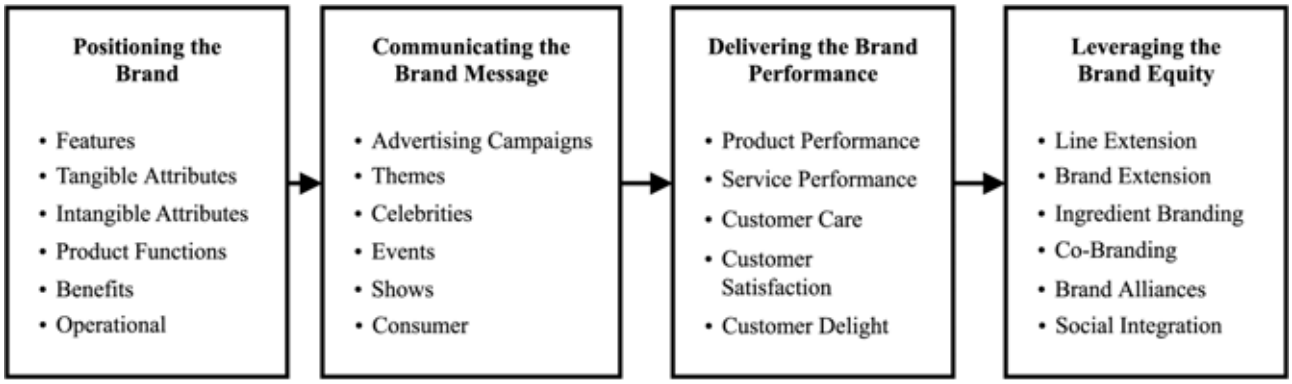
6. Film as a representation of the company's brand

Following chapter will discuss which are the factors that effect the image clients will have of the company. First, brand building is discussed. Second, section 6.1. and 6.2. cover the company's communication style and its effects on company image. Third, in section 6.3. ways of addressing the client on the film are analysed based on studies covered in this chapter.

The film is one representation of the company in a similar way as advertisements and for example the decor of the office are. According to Kapferer (2004, quoted in Ghodeswar 2008) a brand is built of every kind of contact and experience that customer has with the company. Ghodeswar (2008) states that customer loyalty and clients' approval for premium prices are some of the profits of having a strong brand. "The brand "promise" is the essence of the benefits (both functional and emotional) that customers can expect to receive from experiencing a brand's products or services, which reflects the heart, soul, and spirit of the brand" (Knapp, 2000 quoted in Ghodeswar 2008). Temporal (2000, quoted in Ghodeswar 2008) states that more focus in branding should be given to add psychological value to products and services, i.e. taking into consideration the feelings and emotional associations that people relate to a brand. Ghodeswar (2008) also presents a conceptual model for building brand identity, which is described in table 1 below. The section *Delivering the brand performance* is where the service performance and customer satisfaction is included. The Touring Cars Finland introduction film can be thought to be one part of the service performance as every client is shown this film. The clients are shown the film in the very beginning of their holiday when being introduced with the company. As they are left alone

to watch the little less than 15 minute long film, they begin to build their image of the company based on the film.

Table 1.: Ghodeswar's conceptual model for building brand identity



Klaus and Ludlow (2002, quoted in Ghodeswar 2008: 7) claim that operational standards should be set, for example to customer relationship management. The standards will assure the clients that they will receive the brand promise. Touring Cars Finland has developed its quality continuously over the years and has set four quality values, one of which is personality. However, the company has not yet been able to modify all service sections, including the orientation film, in accordance with the standard. Furthermore, the company holds in very high value that the staff speaks politely to all clients and genuinely shows interest in clients having a successful holiday. This same tone of voice should be related from the film also.

6.1. Tone of voice

There are not many studies on the role of a company's communication style in customer satisfaction. Therefore, an interview with Panu Kuusela (2011 personal communication), the

then senior manager in the Nokia marketing section, was very useful. Kuusela stated that in order to retain the desired company image, the company should preserve the same tone of voice during the whole consumer experience cycle, i.e. whenever the client is addressed, whether this is in fairs, advertisements or in this case when making a booking for a holiday or providing the service. All this influences the brand personality. Furthermore, Kuusela reminds that after receiving orientation on the product, the client should have good knowledge of the functions and his own responsibilities. Thus it can be concluded that if clients see the film as confusing and unprofessional they think of the company as being unprofessional. Of course, the undesirable effects of the film can be compensated by performing otherwise professional during following service processes.

6.2. Communication style effects

Even though there were not many studies on the effects of the tone of voice in customer satisfaction, some studies on physician-patient communication have been made. A study by Sundaram and Webster (2009) examines how communication style affects customer satisfaction. Their study concludes that customer satisfaction of company's communication contributes into greater customer satisfaction in overall service of the company. Sundaram and Webster (2009) divide company's communication style into two; affiliation communication style and dominance communication style. Ben-Sira (1976, quoted in Sundaram and Webster 2009) and Friedman et al. (1980, quoted in Sundaram and Webster 2009) have described that the affiliation communication style includes communication that convey for example friendliness, empathy and humor. Instead the dominance communication style, as described by Street (1989, quoted in Sundaram and Webster 2009),

includes communication which convey feelings such as hurriedness, direction- and guidance-giving and a tendency to dramatize. First, Sundaram and Webster (2009) conclude that when the personnel use affiliative communication style customer satisfaction will be higher. Second, Sundaram and Webster (2009) findings suggest that when personnel use dominance communication style customer satisfaction will be lower. When going through the narration text, one can notice that in the film more dominance communication style has been used. Example 1 below gives an example of dominance communication style from the very beginning of the film.

Example 1:
You, as a client, are responsible to check the exterior damages of your rental vehicle.

The above is the opening sentence of the film. There are no welcoming words to greet the client or to state the purpose of the film. As an opening line the sentence is very dramatizing. Furthermore, the friendly and personal feeling which the company wishes to convey is forgotten. Welcoming the client and informing the purpose of the film has been left for the customer representative to do. However, as in the future the purpose is to have the film available for the clients in advance via Internet there should be some introduction to the film in the beginning.

Example 2 below gives an example of the dominance communication style as well but in this case the sentence is not dramatizing. As the film is supposed to be instructive the direction- and guidance-giving dominance communication style is needed to be used sometimes.

Example 2:
Press the control knob and hold it down.

However, the places where the dominance communication style and in turn the affiliation communication style is used should be designed in order to give positive and friendly image of the company.

6.3. Addressing the client on the film

As the introduction film, in addition to being instructive, is also important to the company's identity and image, the way in which the listeners are addressed on the video should be considered. Based on the feedback received from the clients the current film is somewhat confusing (see for example table 9). Every now and then clients become more anxious about all the things they should master after seeing the film, and the staff has to reassure them and inform them that they will receive also hands-on introduction to the vehicle. Confusing and fearful would not seem to be on any company's wish list on adjectives that come to mind when encountering their service.

At present, the client seems to be addressed in a variety of different ways. On the film the listener is sometimes addressed directly with the pronoun 'you' as shown in example 3 below.

Example 3:
You cannot drive into a parking garage with a camper because they are always too low.

Sometimes when there is something that needs to be taken into consideration or done, the word 'please' is included and sometimes not, as shown in examples 4, 5, 6 and 7 below.

Example 4:
Please remember that a camper is wider, longer, and taller higher than a normal passenger vehicle.

Example 5:
All damages shall be marked on a damage form before client signs it.

Example 6:
Fresh water tank can be filled up from one side of the vehicle.

Example 7:
For electronic steps, switch can be located inside the caper next to the living area door.

In example 4, one can see the affiliation communication style being used. Example 5 sentence would work better if the personal tone of voice that the company wishes to have were used. Then the listener would not be left as an outsider and referred to simply as 'the client'. Also example 6 sentence could be reformulated so that it would have more personal talking voice, for example "You can fill up the water tank from the side of the vehicle". The sentence in example 7 could be rewritten as follows: "By pushing the switch inside the camper next to the living area door, you can lower the electronic step". This way the information given is clearer and indicates what the switch will do.

There are parts on the film where the client is not being spoken to personally in the previous sentence but then in the next one they are addressed directly when commanded to do something. Example 8 below demonstrates such a case.

Example 8:
Then, the supporting leg is turned close to the board. Take cushions from back part of the seats and place them on top of the table board.
The company has many different models of motorhomes depending on how many adults and children are intended to travel with the motorhome or which year the motorhome was manufactured. Thus the introduction film cannot represent all possible models at one time

without being hard to follow. Furthermore, if there would be for example three different versions for on the same DVD instructing how to work an appliance the client would probably become confused which one of the instructions to follow. In addition, as the vehicle model may change until the very same day of their arrival, the clients cannot receive information on specific model or receive final instructions for their vehicle before the pickup day of the motorhome.

The narration of the film is not always very coherent. There are hardly any pauses between instructions relating to different appliances and sometimes there is no introduction to what will be shown next. In the following example 9 “stove top uses gas” is the only indication in addition to the visual information that the following sequence will cover stove use.

Example 9:
You can find cooking and dining ware in the kitchen cupboards. Stove top uses gas. Open the gas cooker lid and fold back the flame protection guard and secure it. Make sure that the main cut-off valve on the gas bottle and the device cut-off valve are open...

There are sentences that are understandable but might work better with the target audience if the speaker addressed the listener directly, i.e. tell the client what he is expected to do. Example 10 illustrates such a case.

Example 10:
This adapter can be located also in the storage compartment.

The sentence in example 10 above would be more direct and also easier to understand if it was written in a way that would tell the client what they need to do, for example, “In case you need to plug in an adapter you can find it in the storage compartment.”

Examples 11, 12 and 13 below show how unfinished the narration is as there are major errors in the sentences in example 11: …*end can be used as a regular electricity cable*, or in example 13: …*open by opening*. In example 12 the section *… you locate* sounds as it is missing something when compared to other similar sentences where "you can locate" or "can be located" has been used. The whole sentence in example 12 could be better formulated as follows, "From the gas compartment you can find the approximately 2 meters long extension hose for emptying the gray water tank."

Example 11:
One end is directly connectable to the vehicle and the other end can be used as a regular electricity cable or as European standard cable, which requires separate adapter part.

Example 12:
In the gas compartment, you locate approximately 2 meters long extension hose for emptying gray water if you need it.

Example 13:
Before using the toilet, you need to open the connection to septic tank by opening it, which can be done by turning gray lever on the side of the toilet.

In approximately one third of the sentences, the passive voice has been used. Furthermore, the active and passive voices are not used consistently but randomly. For example, in the example 13, the sentence could be constructed in different and perhaps easier way: "Before using the toilet you need to open the connection to the septic tank by turning the gray lever on the side of the toilet." Overall, the text is so inconsistent that almost every sentence could be corrected into more understandable text. However, it might be even better to write and compose the text again from the beginning considering all the facts which are covered in this study.

7. About good user manual

As mentioned before, the 15-minute long DVD is not like a traditional extensive manual that one can take with them and browse through every time a question comes to mind. However, it visualizes very clearly how to use appliances found in the vehicle. As Pohjola Yhtiöt advices in their handbook for making a manual (Pöyhönen et al. 1991: 5), not only the information presented in a manual is important but also the way the information is presented: it must be understandable and interesting. A good manual maximises the use of the product and secures the right, safe, efficient and pleasant use of the product. As presented in the handbook (ibid: 7), the manual is an important part of the product and its image. In this case, the poorly made film can give unprofessional and poor quality image already at the start of the relationship with the client and the company. As stated in the handbook (ibid: 10), the user should, after being familiarized with the manual, learn the right way to use the product. This of course is for the benefit of the company as this prevents reclamations and breakage of the vehicle. Furthermore, a good manual motivates the user to use both the product and the manual, whereas a bad manual frustrates the user (ibid:10). One can easily see when interacting with a client that bad service in some part of the customer service process may cause the client to concentrate too much on problematic things. Thus, the client can collect a big list of things which were unsatisfactory and ask for compensation or when needing help on the road, the client may be so anxious that it is difficult for the staff member to help them. By ensuring pleasant and correct service, the company most likely has fewer complaints.

According to Pöyhönen et al. (1991: 11) the information provided in the manual should of course be accurate, sufficient, understandable and well-structured. The language used in a manual should also be understandable to the user (ibid: 19). It is possible that the language used in the manual is too complicated for the user, they may not understand the terms used, for example (ibid: 21). However, this problem might be overcome by using pictures beside the words as is done in the film and as is supported by Mueller (see section 4.2.). Research shows that by using both pictures and words the information process can be made easier (ibid: 21). Although in some studies (see Leahy et al. 2003), it has been noticed that sometimes the picture might be so overwhelming that it distracts the viewer's attention away from what has been said. These are the guidelines that should be considered of high value as good pictures or information have no significance if the things told are not accurate or understandable.

Pöyhönen et al. claims (1991: 21) that it is more effective to use positive language in the manual because users might find that negative information and many prohibitions make the product too difficult to use, or wish to avoid the product. This is due to the fact that people understand and remember better the information that is presented in a positive way. It is also important that the language used is as simple as possible, in addition, the same terms should be used throughout the manual. However, as in this case there are many appliances and things that can be broken with wrong usage, all the prohibitions and negative forms should not be left out because the clients must be told as directly as possible what not to do.

As stated by Pöyhönen et al. (1991: 21), it may be problematic to keep the manual updated and include all the possible models of the product in the manual. For this reason the film

should be constructed either so that it is easy and affordable to update or that it does not have many things which change during the years to come. Some of these issues include prices which may change. For years the film has had old information on the practice concerning the return of gas bottles which is introduced in example 12 below.

Example 12:
Upon pick-up, the spare bottle is full and the bottle connected to vehicle is at minimum 50% of its capacity. You need to return the bottles in same condition. If one bottle is less than 50% of its capacity, we will charge you for refill, which is 40 Euros per bottle.

For a couple of years, the practice has been such that the both gas bottles are full when the client receives the motorhome and they have to be full when returning or 50 Euros per gas bottle is charged.

As mentioned by Pöyhönen et al. (1991: 28-29), there are some benefits to having a written manual: it is easy to take along and go back to sections when problems occur. Nevertheless, the video has proven to be very useful when used together with a written manual so that there are references from one to the other. However, I have observed that the way that written manual is introduced by the staff in the motorhome is very apologizing. It is as if the staff somehow try to avoid having to take the manual out and guide the clients to go through the written manual first and then call the helpline number in case the manual does not help. The audiovisual manual's advantage is that it is very illustrative. It would be very beneficial if in the future clients can take it with them on their holiday and in case they have problems remembering how to operate the appliances they could watch the instructions again. Furthermore, it would be very helpful if the film would include references to the written manual, for example, by mentioning on which page of the written manual clients can

read further information when needed. Because the written manuals are in five languages this might also be very helpful to the clients as they could read the guide in their native language after seeing it on the film.

8. About narration

The following chapter gives examples from the narration text and attempts to give suggestions for improvement. First, usage of active and passive voice sentences will be discussed. Second, examples for places for pauses will be considered. Third, issues of temporal order and negative forms will be dealt with.

8.1. Active and passive voice

As stated in section 5.3., there is some inconsistency with the transcript of the narration. The listener is being addressed with the active voice in some places and in some other sentences the passive voice has been used. Hartley (1978: 60) and others (like Howard 1983) instruct to avoid the use of passive voice sentences as active voice sentences are easier to understand. Howard (1983: 302) mentions a study by McMahon (1963), which states that active voice sentences are comprehended more quickly than passive voice sentences. Moreover, passive voice sentences in English have more words than active sentences do, which may result in the listener needing more time to comprehend the passive voice sentences as it takes more time to hear them (Howard 1983: 302). There are some places in the narration where the passive voice has been replaced so that the speakers is addressing the listener directly by using the personal pronoun ‘we’. In these cases the pronoun also brings the company closer

to the listener as the pronoun ‘we’ can be thought as all the staff of Touring Cars Finland actively doing something.

As can be seen from example 13 below, the first sentence addresses the listener very politely. The second sentence in turn continues to explain the location of the gas bottles in a passive voice sentence without addressing the listener anymore.

Example 13:
We have placed two gas bottles in your rental vehicle for your convenience. They can be located in a compartment next to the driver’s door.

The passive voice could be also appropriately changed into simple active voice sentences, like example 14 below from the narration shows.

Example 14.:
Spare tire is underneath the vehicle in some models and in garage in others. Tire tools are either underneath a dining table seat or in garage next to the tire. Electric cable and water hose are in storage compartment or in garage depending on model.

This type of simple sentence structures are easier to understand for people who might not be very proficient in English. However, according to Hartley (1978: 59), who has written some guidelines for writing instructional texts, instructional texts should have a balance of simple sentences and more complex ones. Even though Hartley has written his guidelines for written instructions, there is no reason why these basic directions would not be transferable also to spoken text. Anyone can think how boring it might be to listen to a speaker whose sentences are of one type only. However, Hartley’s (1978) guidelines do not refer to instructional texts for non-native speakers. Thus the level of simple and more complex sentences is understandably different when speaking of non-native speakers. Moreover, Hartley (1978: 59) suggests that there should be only few sentences which have more than

one or two subordinate clauses and modifiers as they make the sentence harder to understand.

8.2. Pauses

Pauses indicate in spoken text the points where speaker wishes to emphasizes his speech and thus divide the sentences. In written text, punctuation helps to parse the text but in spoken text the speaker has to use other means to show how his text is to be understood. For example, in example 15 below from the narration, the speaker might want to make understanding easier for the listener by pausing where there are commas in the text.

Example 15.:
Keep the gas bottles main valve always open, but if you wish you can switch inside gas function valves off, when you are not using the specific equipment, for an example stove top.

Cruttenden (1997: 30-31) categorizes three places where a pause occurs in utterances. First, pauses are given at major constituent boundaries, such as between clauses and between subject and predicate. If there is a new topic, the pause is usually longer. Second, pauses occur before words that have high lexical content, meaning before words that are difficult to guess in advance. Third, pauses occur in places where the speaker plans how to end the sentence or where a speaker has done an error. By including these guidelines to the narration, the film's narration would be much easier to follow.

8.3. Temporal order and negative forms

According to Hartley (1978: 101) instructional texts should be as useful as possible, contain content that is accurate, unbiased, up to date and sufficient for the purpose at hand and special notice should be given not to contain too much information. Writers of instructional text should avoid using technical terms if they can be replaced by familiar words. In addition, sentences that follow temporal order are easier to understand (Hartley 60, 1978). In example 16 below the sentence begins with "once a bottle is empty…" which is followed in the second sentence with "Then…", both following temporal order.

Example 16.:
Once a bottle is empty, you need to switch the bottle off from main cut-off valve on the bottle and detach it from gas connection part. Then, you attach the spare bottle to connection part and turn it on from the main valve.

Furthermore, negative forms might make the text confusing (Hartley 1978: 60). This also causes the listener to spend more time processing the sentence, which might cause loss of following information. However, double negatives such as "do not… unless…" are easier to understand than single negatives (Hartley 1978: 60). The film does not use double negatives or negative qualifications but in the new version of the film some of the instructions could be given in "*do not… unless…"* form. For example the sentence below in example 17 could be formed in this way: Do *not open the sunroofs unless you are stopped.*

Example 17.:
When you are not driving, you can open up sunroofs.

9. Conclusion

From the questionnaire it can be concluded that one major problem of the film is the fast paced speech. This would indicate that the average 192 spoken words per minute, which the narration has, proved to be too high for some of the clients. This is supported also in the study by Carver (1973), which is covered in section 4.3., which concluded that the threshold of speech speed is 150 words per minute. Furthermore, Carver (1973) stated that there has to be at least time, incase limited period of high speed has to be included, for the listener to process what has been said. One major drawback presented it's self in the study; the too little time spent on formulating the questionnaire. Some of the reasons for this are that too little theory on matter had been read by then and there was hurry to finalize the questionnaire in order to issue it within the season of 2008. Unless the questionnaire would have been issued then the study analysis would have taken one year more as the motorhome rental season in Nordic countries is only four months during summer. However, in addition to the fast-paced speech, there are other factors as well that might make the film feel too hurried and difficult to learn from. Those issues will be discussed in the following.

There are problems in the film which can be improved by keeping in mind how human language processing and learning functions. The film has issues that overload the working memory of the listener, based on the studies discussed on this study in chapters 4 and 5 include: trying to identify words, long lasting high speaking speed, language processing, no visual facial movement of the speaker, non-native pronunciation, no pauses in the narration and monotony of speech. All these may cause listeners to trust their preformed schema even though it would not be consistent with what has been said. The cognitive load listeners

have when watching the film can be reduced by making the film for non-native English speakers. By having straight-forward clauses with active voice, the extraneous cognitive load, which comes from the structure and format of instruction, can be lowered and there will be more space for the germane load which includes schema formation and automation. When clauses are spoken with active voice the listener understands them easier than with passive voice as it does not take so much time to process what has been heard. Studies on non-native English listeners, covered in section 4.1., have concluded that not seeing the face of the person speaking causes problems. These problems may be overcome by having the speaker pronounce very clearly. In addition, as the questionnaire results show, clients wish that the narrator would have native English accent.

Context and co-text are also important factors as based on the studies, covered in section 4.2., on context aiding understanding with intermediate non-native listeners. Introducing visual interpretation on what is being spoken, discussed as dual mode presentation in Leahy et al. (2003), aids the learning. Koster (quoted in Field 1987) in his study mentions the issue of listeners needing to have enough time to process the context in order for it to be beneficial.

When also the tone of voice, which increases customer satisfaction, is included in the film also the company branding receives support and the film in DVD form can have a promotional value from the clients. Furthermore, as the film could be seen on the company Internet page it may work well in increasing sales. Clients see that as a part of extra service which adds to the company's brand promise and they are perhaps ready to spend more money on the product. Moreover, if the film is shown on the Internet site it can be sectioned

so that the client can choose what he wishes to see or recap. Some answers in the questionnaire asked for instruction on camping in the nature or overall traffic instructions. This sort of information is not so important to be on the introduction film on motorhome usage but will definitely be of use for the clients when on holiday.

The questionnaire should be issued again with improved form after improvements have been made according to the theory and analysis of this study. Thus, the understandability and functionality of the film could be stated before publishing it to the company internet site and thus still correct the film based on the questionnaire if needed.

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Appendix 1: Narration text of the orientation film

CAMPER ORIENTATION

You, as a client, are responsible to check exterior damages of your rental vehicle. Please check left and right side, front and backside, and roof of the vehicle. Make sure that windshield has no visible damages caused by a stone on it and if necessary, use ladders to climb up to check the roof. If a vehicle is equipped with exterior sun curtain, please be advised that it needs to be opened for damage assessment. All damages shall be marked on damage form before client signs it.

DRIVING

Campers are very similar to normal vans using diesel. As normal Diesel vehicles, campers have warm up light, which illuminates once engine key has been turned once. After this light has dimmed, you can start the engine. The warm up process is faster during summer, and usually you do not even see the light. You can locate gearing instruction for manual transmission on top of the driving stick. Never use the 5^{th} gear while driving lower than 80 kilometers per hour.

(You need to take a closer look at vehicle's exterior measurements.) Please remember that a camper is wider, longer, and taller than normal passenger vehicle. You cannot drive into a parking garage with a camper because they are always too low. There is a large blind spot behind your vehicle, which you can not see. Therefore, when you are backing up with your camper, please ask one of your friends to go outside to guide you.

EXTERIOR

This camper uses Diesel as its fuel, and you can fill the diesel tank up from the left side of the vehicle next to the driver's door. At the moment, the tank is full, and you need to return it full. Otherwise, we will charge you a diesel surcharge.

We have placed two gas bottles in your rental vehicle for your convenience. They can be located in a compartment next to the driver's door. Once a bottle is empty, you need to switch the bottle off from main cut-off valve on the bottle and detach it from gas connection part. Then, you attach the spare bottle to connection part, and turn it on from main valve. You can buy a new gas bottle from a gasoline station or a camping site. If you do not want to buy a new bottle, we can also sell it to you at Touring Cars rental station. Upon pick-up, the spare bottle is full and the bottle connected to vehicle is at minimum 50% of its capacity. You need to return the bottles in same condition. If one bottle is less than 50% of its capacity, we will charge you for refill, which is 40? euros per bottle. Finland, Sweden, and Norway all use different types of main gas bottle valves. Therefore, you need to buy all replacement bottles from the same country than you picked up your vehicle. If you plan to visit other country besides your pick-up country, please make sure that you have at least one full bottle of gas before crossing a border.

Fresh water tank can be filled up from one side of the vehicle. Inlet is located underneath a special lid, which can be opened with a key to living area. Once you have unlocked the lid, you need to turn it clockwise for 90 degrees. The tank holds 120 liters of water. You can use water hose, which can be located in storage compartment, to fill up the tank. You can drink Scandinavian tab water and you can drink the water from the fresh water tank.

Electricity inlet is located, similarly to water tank, underneath a special lid on one side of the camper. This vehicle has 2 batteries – One for engine and one for living area. Both batteries re-charge, when you drive the vehicle. When you are not driving the vehicle, only living area battery is in use. You cannot empty engine battery by using interior lights. However, please remember that CD player does use engine's battery and can empty it. When you connect the camper to electricity outlet, batteries start re-charging automatically. It is recommended to connect the camper to electricity grid at all times, when it is possible. There is 25 meter long electricity cable

in the storage compartment. One end is directly connectable to the vehicle and the other end can be used as regular electricity cable or as European standard cable, which requires separate adapter part. This adapter can be located also in the storage compartment. While the camper is connected to electricity grid, 220 V electricity will automatically be activated in the inside outlets for 220 V appliances. Outlets are usually located in bathroom and above kitchen sink. Please remember to collect the electricity cable with you, after you use it and before you exit a camping site.

There is a 100 liter gray water tank underneath the vehicle. All washing water from shower and kitchen will flow to this tank. The tank can be emptied from facet located underneath the hem. Recommended places to empty the gray water tank are sewer inlets at gasoline station, camping site, or next to a street. In gas compartment, you locate approximately 2 meters long extension hose for emptying gray water if you need it. Keep gray water tank as empty as possible. Unless you have purchased final cleaning package, you need to empty the gray water tank before returning the camper.

Septic tank for a toilet is located behind a small door. After you have pushed yellow handle up, you can pull the tank out. There is a carrying lever on the tank, which can be used, when you are emptying it. You can empty the tank by opening yellow cap in the end of nozzle. Then, you need to turn the tank upside down and simultaneously push the yellow button on side. After you have emptied the tank, you need to flush it with fresh water and add new septic chemical mixture in it – two 2 dl septic chemical and 0.5 liters of water. If you plan to use the toilet, please buy one bottle of septic chemical for each week of travel. The chemical will prevent smell and brake all remnants.

Spare tire is underneath the vehicle in some models and in garage in others. Tire tools are either underneath a dining table seat or in garage next to the tire. Electric cable and water hose are in storage compartment or in garage depending on model.

If you wish to add windshield washer fluid or check the oil level, which you should do every time you fill up the diesel tank, you need to open the hood.

Central electricity unit and fuse box for living area can be located in most models underneath right hand side seat in driving cabin. Spare fuses are stored in glove compartment.

Exterior step is either manually or electronically operated. For electronic steps, switch can be located inside the caper next to living area door. When you let down the step, you have to make sure that you lower it all the way. If you do not lower it all the way, you may damage engine of step. Moreover, when step is down it automatically locks into its position. Before you are getting ready to drive the vehicle, you need to make sure that the step has been lifted. If the step is down, and you start the engine, you will here a warning sound.

You have two keys for your camper. First key is for engine, and the second if for living area. You can open living area door by using the latter. Push the lock gently inwards and simultaneously pulling handle. In most vehicles, there is a large mosquito net in the doorway to prevent mosquitoes getting in while the door is open. When you are folding in mosquito protection door, please remember to lock it into its position.

INTERIOR

On the main panel, which is located in most models above living area door, there are meters for fresh and gray water tank, batteries' electricity level, and main electric switch. There is also a signal light, which illuminates, when vehicle is connected to exterior electricity grid. Please remember that CD player does use engine's battery and can empty it if you stay put for a long time and listen to some music. When press the rocker switch towards battery, which is located in the front of vehicle, you will know how full the engine battery is. When press the rocker switch towards battery, which is located in the back of vehicle, you will know how full the living area

battery is. The red ALARM warning light flashes as soon as the voltage of the living area battery falls below 11 V and there is the threat of a total discharge. Water tank is indicated with tank symbol. When press the rocker switch towards tank, which opening is upwards, you will know how full the fresh water tank is. When press the rocker switch towards tank, which opening is downwards, you will know how full the gray water tank is.

Main device cut-off valves for gas functions are located either in kitchen closet or in kitchen drawer. Keep the gas bottles main valve always open, but if you wish you can switch inside gas function valves off, when you are not using the specific equipment, for an example stove top. Valves are indicated using symbols; Pot symbol is for stove top, snowflake is for refrigerator, and stove is for heater. Valves are closed when they are turned to horizontal position and open when they are turned to vertical position depending that the main pipe is horizontally placed.

Heater functions: Air heater and water boiler are combined in the same unit. The unit operates using gas and some newer models using also electricity. If the equipment has electricity readiness, you have to choose type of energy source from right hand side selector switch panel. After energy selection, you can switch on either water heater, air heater, or both water and air heater. Water heats up after 15 minutes. After the water is heated, thermostat keeps it warm as long as the unit is on. Air temperature can be adjusted turning the temperature control knob of the left hand side control panel. Larger number indicates hotter air temperature.

In all vehicles except in Small category, there is a double bed in alcove, which is located above driving cabin. In some models, this bed can be pushed up, when it is not in use. One bed is formed from table set. Table board is detached from the wall by elevating it above 45 degrees angle. Then, supporting leg is turned close to the board. The board is lowered on top of supporting ridges between two seats. Take cushions from back part of the seats and place them on top of the table board. You can also extend bed side ways by using large back cushion, which is either in alcove, in back bed, or it is back cushion for sofa. In some large vehicles, there is similar bed in the back of camper. However, there is supporting metal tubes, which are placed underneath table board. The tubes can be found from the clothing closet. In some large vehicles, there are bunk beds or a double bed, which cannot be altered into a table, in back of the camper. Table boards need to be in their original position while driving.

You can find cooking and dining ware in the kitchen cupboards. Stove top uses gas. Open the gas cooker lid and fold back the flame protection guard and secure it. Make sure that the main cut-off valve on the gas bottle and the device cut-off valve are open. Press control the control knob and turn to max. Then, press the rocker switch so ignition starts sparking where not available, use a match. Press the control knob and hold it down. Gas will stream into the burner. Hold it down for 10-15 seconds before releasing. Before closing the protective shield, let the stove top to cool down.

Refrigerator can be operated by 12 V electricity, 220 V electricity, or gas. Before you start driving, please switch off all other options, and switch on 12 V electricity option. This option is indicated by battery symbol. If the refrigerator is operated with 12 V, it draws power from the starter battery, while the engine is running. Therefore, 12 V operation is possible only while the engine is running. If you are staying at a camping site and you have an opportunity to connect your rental vehicle into electricity grid, you can switch on 220 V operation, indicated with electricity plus symbol, once you turn off the engine. If you are not connected to the grid, you can use liquid gas to cool down the refrigerator. In some models, there are yellow switch for sparks, which has to be turned on. Once it is turned on, yellow light will start flashing. In other model, the yellow light will automatically start flashing once gas is selected as energy option, indicated with flame symbol. Press the control know and hold it down for 10 to 15 seconds. The sparks should stop before, you release the knob. Please remember to lock the refrigerator’s door every time you close it to prevent it from opening while driving.

Water pump is automatically switched on once a facet is opened in kitchen or bathroom area. If the water system has been empty and the tank has just been re-filled, it can take few minutes before water is coming out of a facet. Particularly, hot water boiler will take even more time to fill up before it lets water go through. Open a facet all at once and turn it towards cold temperature, indicated with blue color, and turn it towards warm temperature, indicated with red color. Keep it turned on until water starts coming out and the air has been removed from the system. Please note, if air temperature falls below 5 degrees and the boiler is not on, warm water boiler will automatically release all the water out from the system. If this happens, you need to switch off protection system by lifting the red knob next to the water boiler. Otherwise, water keeps running out of the system.

You can open the windows by pressing the red button, where available, and simultaneously turning the handle of a window. Window can be left open with a support of its supporting legs, which locks into a position. You can unlock the window by opening it up all the window and letting it to come down gently. Do not use any force while opening or closing the windows. Remember that all windows have to be closed while driving. All living area windows are equipped with sun curtains and mosquito nets.

When you are not driving, you can open up sunroofs. Sunroofs are equipped with sun curtains and mosquito nets. Remember to close all sunroofs before starting to drive.

You can turn toilet seat towards wished direction. Before using the toilet, you need to open the connection to septic tank by opening it, which can be done by turning gray lever on the side of toilet. After use, toilet can be flushed by pushing blue button. After flushing the toilet bowl, close the sliding trap by turning the gray lever.

Before you use the shower, please pull the shower curtain and cover the doorway. In some models, there is a separate shower wall, which blocks all water from getting to toilet section of the bathroom while showering. Shower consumes quite a lot of water, so you need to use some consideration about using it because of capacity of fresh water tank.

Detailed multilingual instructions books can be located next to the first-aid kit in a cupboard behind the driver’s seat.

Finally, please remember that you are responsible checking all possible damages of your rental vehicle before signing the damage form and your rental agreement. We would like to thank you for choosing Touring Cars and hope you have a nice stay in Scandinavia

Appendix 2: Questionnaire distributed to clients

We would like to have your thoughts about our introduction video in order to improve our customer service. Please spend a moment of your time by answering these few questions. Thank you!

1. How would you rank the introduction video in terms of understandability?

Excellent Good Okay Poor

2. Is the commentary/audio on the video

a) informative	Excellent	Good	Okay	Poor
b) easy to follow	Excellent	Good	Okay	Poor
c) memorable	Excellent	Good	Okay	Poor

3. What do you think about the vocabulary used?

4. How helpful would you rank the visualisation of the video?

Excellent Good Okay Poor

5. On your opinion, how well organised is the information on the video?

Excellent Good Okay Poor

6. What are the main points you remember from the video?

7. Can you operate the heater after seeing the video? How does it work?

8. Would you think you are ready to start your holiday based only on the information given on the video?

Yes No

9. Is there something you would like to add to the video?

10. Is there any information you feel unnecessary?

11. Free comments

What is your mother language?

How would you rank your English abilities?

Native Excellent Good Okay Poor

Suomenkielinen tiivistelmä

Tutkielman tavoitteena on selvittää, mitkä asiat vaikeuttavat vieraana kielenä englantia puhuvien asiakkaiden oppimista tutustumisvideolta, joka ohjaa asiakkaita matkailuauton käyttöön. Materiaalina käytetään matkailuautolomia tuottavan yrityksen, Touring Cars Finlandin, englanniksi puhuttua tutustumisvideota. Yritys halusi teettää tutkielman, sillä se on huomannut, ettei video toimi toivotulla tavalla. Videon tulisi minimoida asiakkaiden soittoja ja avunpyyntöjä päivystyspuhelimeen sekä tehostaa matkailuauton luovutusta asiakkaalle. Videon tavoitteena on toimia mahdollisimman itsenäisesti asiakkaiden käyttöopastuksena matkailuautoiluun. Yrityksen asiakkaat tulevat eripuolilta maailmaa kiertämään Pohjoismaita leiriytyen pitkälti luonnossa. Asiakkaat viettävätkin yleensä lomansa mahdollisimman omavaraisesti matkailuautossa leiriytyen. Näin ollen videon käyttöopastuksen tulisi olla riittävä ja helposti ymmärrettävä. Nykyisellään yritys joutuu vastaaman usein asiakkaiden soittoihin päivystyspuhelimessa johtuen käyttöopastuksen puutteista. Yritys haluaisi myös vähentää väärästä käyttötavasta johtuvia laitteiden rikkoutumisia.

Tutkielman teoriaosassa tarkastellaan eri syitä vieraankielenpuhujien vaikeuksiin ymmärtää puhuttua englantia. Pääosassa on kognitiivisen taakan teoria, jonka mukaan oppijan kognitiivisen käsittelyn ylikuormittuessa, oppiminen vaikeutuu tai on mahdotonta. Tutkielman tutkimusosassa esitellään asiakkaille esitetty kysely heidän tyytyväisyydestään videoon ja kyselyn tulokset. Tarkoituksena on selvittää, mitä asiakkaat pitävät vaikeuttavina tekijöinä videon ymmärtämisessä. Tutkielmassa pyritään myös selvittämään, miten ymmärtämiseen ja oppimiseen vaikuttavien tekijöiden tutkimusta voidaan käyttää hyödyksi

videota parannettaessa. Tutkielmassa analysoidaan materiaalina olevaa videota teoriassa esiin tulleiden tietojen valossa. Tarkemmin sanottuna analysoidaan selostustekstin käsikirjoitusta. Tutkimuksen olettamuksena on, että suurin syy videon ymmärrettävyysongelmiin on liian nopea puhenopeus. Oletus pyritään todistamaan pitäväksi tutkielmassa esitetyn teorian sekä asiakkaille tehdyn kyselyn pohjalta.

Yrityksen asiakkaille tehtiin kysely, jolla kartoitettiin asiakkaiden mielipiteitä tutustumisvideosta, ja pyrittiin löytämään asiakkaiden ongelmallisina pitämiä kohtia videolta. Tutkielman kysely toteutettiin Touring Cars Finlandin kahdessa toimipisteessä, Tukholmassa ja Oslossa. Niissä vieraili kyselyn toteuttamisajankohtana elokuussa 2008 yhteensä 282 vuokraajaa. Tukholmassa oli 138 vuokrausta joista 45 vuokraajaa vastasi kyselyyn. Oslossa oli 144 vuokrausta, joista 59 vuokraajaa palautti kyselylomakkeen. Kyselyssä pyydettiin vastaajia kertomaan äidinkielen tasonsa sekä arvioimaan englanninkielen tasoaan asteikolla äidinkieli, erinomainen, hyvä, ok tai huono. Kyselyssä oli sekä monivalintakysymyksiä että avoimia kysymyksiä.

Tutkielmassa käsitellään Oslon ja Tukholman vastaukset erikseen. Tämä tuotti mielenkiintoista ja ennalta-arvaamatonta materiaalia, sillä Oslosta matkailuautonsa vuokranneet asiakkaat olivat tyytyväisempiä videon ymmärrettävyyteen kuin Tukholmasta vuokranneet asiakkaat. Tämä selittyy sillä, että Oslosta vuokranneet asiakkaat arvioivat englanninkielen ymmärryksensä paremmaksi kuin Tukholmasta vuokranneet asiakkaat arvioivat omansa. Tutkielmassa pyydettiin asiakkaita arvioimaan videon selostuksen informatiivisuus, seurattavuus sekä muistettavuus. Vastausten perusteella asiakkaat pitivät

informatiivisuutta suurimmaksi osaksi erinomaisena tai hyvänä, kun taas seurattavuutta ei pidetty yhtä erinomaisena tai hyvänä. Muistettavuutta piti hyvin harva erinomaisena.

Kolmannes vastaajista piti sanastoa hyvänä ja viidennes piti sanastoa vaikeaselkoisena, liian nopeana tai vaikeana ymmärtää aksentin vuoksi. Kun asiakkailta kysyttiin, haluaisivatko he lisätä jotain videoon, monet toivat esiin videon nopean puhenopeuden. Tämä kysymys olisi voitu muotoilla paremmin niin, että se olisi ollut muotoa: ”Onko jotain mitä haluaisit muuttaa videossa?”. Tällainen kysymyksen muotoilu olisi voinut tuottaa enemmän vastauksia asiakkailta.

Aikaisempien tutkimusten perusteella voidaan sanoa, että syinä kielitaidoltaan heikompien vaikeuksiin vieraankielen puheen ymmärtämisessä voivat olla vaikeus erottaa sanan alku ja loppu sekä opettamisessa käytetty selkeä ääntäminen. Näitä ongelmia voi vähentää takaamalla kuulijalle tarpeeksi aikaa prosessoida konteksti. Kontekstin on todettu auttavan erityisesti keskitason vieraankielenpuhujia ymmärtämään kuulemaansa silloin kun yksittäisten sanojen ymmärtäminen on vaikeaa. Vastaavasti on todettu, että äidinkieltään puhuvat käyttävät lauseyhteyttä apuna sanojen ymmärtämisessä, kun taustalla on melua. Puhujan intonaation tarkoitus on helpottaa ymmärtämistä. Puhuja yleensä käyttääkin intonaatiota silloin, kun haluaa painotta kohtia puheessaan tai ilmaista puheensa kieliopin.

Koska yrityksen asiakkaat ovat hyvin erilaisia, eri-ikäisiä sekä eritasoisia kielitaidoiltaan, on vaikea luokitella, millainen on keskivertoasiakkaan englannin kielitaito. Kyselyn perusteella voidaan kuitenkin sanoa, että asiakkaiden englanninkielen taito on keskitasolla.

Tutustumisvideo ei salli kuulijoille aikaa kerrata kuulemaansa tai käsitellä sitä. Puheen intonaation puuttuminen on myös vaikeuttava tekijä, sillä nopeasti puhuttuna ja ilman painotuksia kommentaari on sekava.

Aiempi tutkimus on todistanut, että puhenopeudella on raja, jonka ylittämisen jälkeen puheen ymmärtäminen heikkenee merkittävästi. Tutkimuksen mukaan äidinkielenään englantia puhuvien ymmärtämisen heikkenemisen raja on 150 sanaa minuutissa. Tutkielmassa todettiin, että videon selostuksen sananopeus on keskimäärin 192 sanaa minuutissa. Näin ollen teoria tukee olettamusta, että videon puhenopeus on liian nopea englantia vieraana kielenä puhuville.

Oppiminen edellyttää asioiden käsittelyä työmuistissa, jonka kapasiteetti on rajallinen. Työmuistille aiheutuva *kognitiivinen taakka*, joka johtuu sisällön informaation käsittelystä, jaetaan kolmeen osaan: *luontaiseen taakkaan, ulkoiseen taakkaan sekä syventymistaakkaan*. Onnistunut oppiminen edellyttää, että materiaalin luontainen vaikeus, eli luontainen taakka, on oppijalle tarpeeksi alhaisella tasolla sekä materiaalin ulkoiset tekijät, eli ulkoinen taakka, kuten esitystapa, on oppijan tietotason edellyttämällä tasolla. Koska materiaalin luontaista vaikeutta ei voi muokata, tulisi hyvän oppimateriaalin esitystavan sekä muiden ulkoisten tekijöiden olla mahdollisimman helposti käsiteltävissä. Ulkoiset tekijöiden aiheuttaman kognitiivisen kuormituksen ollessa vähäistä, oppijan syventymistaakka pienenee ja kapasiteettia jää enemmän oppimiselle ja skeemojen rakentamiselle. Skeemat ovat hyödyllisiä oppimiselle, sillä oppiminen on nopeampaa ja onnistuneempaa mikäli oppijalla on käytettävänään aikaisempi skeema. Näin ollen oppijan ei

tarvitse käyttää työmuistiaan jokaisen elementin yksittäiseen käsittelyyn vaan hänellä on suurempi yksikkö kokonaisuuden käsittelyyn.

Puheen nopeus vaikuttaa myös siihen, kuinka monta elementtiä työmuisti voi käsitellä. Tutkimukset ovat todistaneet, että puhetta tuettaessa kuvin, oppiminen on menestyksekkäämpää. Tämä johtuu siitä, että ihmisen kognitiivinen suorituskyky on jaettu visuaaliseen ja verbaaliseen käsittelyyn. Mikäli molemmista, sekä visuaalisesta että verbaalisesta esittämiskanavasta syötetään tietoa, työmuisti käsittelee nämä erillään eikä näin rasitu yhtälailla kuin jos tieto esitetään vain yhden kanavan kautta. Kuitenkin, jos asia esitetään juuri samanlaisena ilman, että se tuo lisätietoa, materiaali aiheuttaa ainoastaan päällekkäistä prosessointia. Tämä puolestaan kuormittaa työmuistia tarpeettomasti. Samoin käy, mikäli ylimääräistä tietoa esitetään ainoastaan kiinnostavana lisätietona. Nykyisellään videon kuvat tukevat pääosin hyvin selostusta, ja voidaankin sanoa, että ilman informatiivista kuvamateriaalia asian ymmärtäminen sekä oppiminen vaikeutuisivat edelleen. Tutkielmassa esitetään muutamia kohtia, joissa kuvia voitaisiin lisätä tukemaan selostusta.

Tutkielmassa käsitellään myös videota osana yrityksen brändiä. Markkinointitutkijat ovat todenneet, että yritysten pitäisi kiinnittää huomiota siihen, mitä asiakkaat tuntevat kohdatessaan yrityksen palveluita ja tuotteita. Asiakkaiden tuntemukset vaikuttavat siihen, miten tyytyväisiä he ovat yritykseen ja sen tuotteisiin. Aikaisempi tutkimus on osoittanut, että yrityksen kommunikointityyli vaikuttaa siihen, kuinka tyytyväisiä asiakkaat ovat saamaansa palveluun ja sitä kautta yritykseen. Aikaisemmin on tutkittu *yhdistävän kommunikointityylin* ja *dominoivan kommunikointityylin* vaikutuksia asiakastyytyväisyyteen

ja todettu, että ystävällisyyttä ja huumoria välittävä yhdistävä kommunikointityyli saa aikaan suuremman asiakastyytyväisyyden näistä kahdesta. Tutustumisvideolla käytetään enimmäkseen ohjeistavaa ja kiirettä välittävää dominoivaa kommunikointityyliä, mikä osaltaan voi vaikuttaa asiakkaiden tyytyväisyyteen ja oppimismielekkyyteen.

Tutustumisvideolla käytetään paljon passiivirakenteisia lauseita, vaikka asiakasta suoraan puhuttelevat aktiivilauseet toimisivat luultavasti paremmin. Tätä ajatusta tukee tutkimus englanninkielisten aktiivilauseiden nopeammasta prosessoinnista, sillä englanninkielisissä passiivilauseissa on enemmän sanoja, ja niiden ymmärtäminen on todettu vaikeammaksi. Videolla käytetään aktiivi- ja passiivirakenteisia lauseita sekaisin ilman selkeää linjaa. Tätä tulisi pohtia videota parantaessa, sillä näin kuulijat saisivat selkeämmän opastuksen. Näin luultavasti myös yrityksen asiakastyytyväisyys kasvaisi, kuten kommunikointityylin vaikutuksia tutkittaessa on todettu.

Tutustumisvideo ei ole perinteinen käyttöohje, jonka voi ottaa mukaan ja lukea tarpeen tullen. Video kuitenkin on tarkoitettu käyttöopastukseksi matkailuauton toimintoihin yhdessä matkailuautosta löytyvän kirjoitetun ohjekirjan kanssa. Videota parannettaessa tulisi tutustua suosituksiin hyvästä käyttöohjeesta. Hyvälle käyttöohjeelle annettuja edellytyksiä ovat muun muassa siinä annettavan tiedon virheettömyys, ymmärrettävyys sekä jäsentelyn selkeys. Käyttöohjeen päivitettävyys on myös tärkeä ominaisuus. Nämä kyseiset edellytykset eivät toteudu tutkittavassa videossa, sillä videolla esitetään vanhentunutta tietoa esimerkiksi hinnoista ja matkailuauton käyttöominaisuuksista. Videon informaatiota ei myöskään voida pitää hyvin jäsennettynä, koska asiakkaalle ei kerrota, mitä seuraavaksi käsitellään, tai noudateta samaa esitystapaa läpi videon. Tämän johdosta myös

ymmärrettävyys kärsii. Tutkielmassa todetaan myös, että ajoneuvosta löytyvää kirjoitettua ohjekirjaa tulisi käyttää paremmin hyväksi käyttöopastuksessa.

Kyselyn vastauksista ei voi suoranaisesti nähdä, että puhenopeus on syynä ymmärtämisvaikeuksiin. Tosin tämä olisi voitu todeta selvemmin, mikäli kyselyn kysymykset olisi asetettu vastaamaan hypoteesiin puhenopeuden vaikutuksesta. Nykyisellään kyselyssä ei ollut suoraa kysymystä videon puhenopeudesta, sillä vastaajia ei haluttu johdatella vastaukseen, vaan toivottiin, että avoimissa kysymyksissä nousisi esiin heidän mielipiteensä puhenopeudesta. Myös avoimet kysymykset olisi voitu muotoilla paremmin.

Kyselyn voisi toteuttaa uudelleen, sitten kun videosta on tehty paranneltu versio, jossa on otettu huomioon tämän tutkielman teorian ja analyysin pohjalta nousseita parannusehdotuksia. Näin videon toimivuus voitaisiin todeta ennen kuin paranneltu video otettaisiin lopulliseen käyttöön, ja mahdolliset kyselyssä esiinnousseet ongelmakohdat voitaisiin korjata.